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Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

EDITED BY RESIDENT EDITOR.

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STATE TEACHERS' ASSOCIATION.

THE ninth annual meeting of this organization, held in the city of Hartford on the 31st of Oct., and 1st of Nov., was one of unusual interest and profit. Central Hall was crowded on the first evening,—the audience being composed mainly of teachers and school officers. The meeting was called to order by J. W. Allen, Esq., the President of the Association, and the divine blessing invoked by Rev. Mr. Beadle, after which, the Hon. Francis Gillette welcomed the association in the following appropriate words:

With your indulgence, Mr. President, I will ask the attention of the association for a few moments. In the absence of the excellent chief magistrate of this city, who is detained, I understand, by his patriotic duties in the military department, but whose heart beats as warmly for the cause of education as it does for his country, I have the pleasure to perform the duty which otherwise would have been gladly discharged by him, and bid you welcome to the city of Hartford. In behalf of its teachers—in behalf of its school authorities—and in behalf of its citizens generally, I greet you with cordial salutations and extend to you a cordial welcome. It gives us sincere pleasure to greet you, one and

all, in our midst, gathered as you are in so large a number, at this your ninth anniversary. You have left your respective fields of labor and assembled here to interchange friendly greetings, to mingle in mutual counsel, to cultivate the true spirit of your profession, and cheer one another on in the great work which you have undertaken.

We welcome you as the worthy benefactors of society, whose noiseless and unobtrusive steps scatter blessings on every hand, through all the departments of life. We welcome you as members of that great company of patient and toilsome light-bearers, who go before the people with radiant feet, and lead the generations of children, age after age, in the paths of knowledge and the ways of peace. We welcome you as the illuminators of society—as lights in the world, shedding beauty upon the faces of the dear children and gladness upon all faces. We welcome you as those who sit at the very fountains of knowledge and civilization, commanding their outflows, and determining, more than any other agency, the destinies of society and the character of the ages to come.

You have convened in a city not wholly unappreciative of your position and power as public instructors—a city, I may say with an excusable pride, which, from its earliest memorials to the present time, has always been distinguished for its educational institutions, and which now has, as the ripe fruit of the past, a system of schools as complete and efficient, and I may add, as well conducted too, as any other city can present. The first school-house erected in this State was built in this city; the first society ever formed in this country “for the improvement of common schools,” was organized in this city in 1827, with Roger M. Sherman for its President; the first State Teachers’ Convention ever held in this State, if not in this country, convened in this city in 1830, with Noah Webster at its head. The great and good men who participated in those meetings have left us and gone to their rest. Sherman, Webster, Robbins, Gallaudet, Comstock, Humphrey, Davis, Alcott, Woodbridge, Pitkin—“names that were not born to die”—have ceased from their labors, and their works do follow them, as your present meeting affords pleasing evidence. This association doubtless, is the goodly fruitage of the good seed they sowed here thirty and more years ago; at all events, there is obviously a local fitness in your assembling in a city so nobly distinguished as the place, where was inaugurated the modern era of “common school improvement,” and from which shone out upon the country the light of a bright example. That

city, still animated by the old spirit, and with something of *excellior* in her look, stretches out to you her friendly hands, to-night, and bids you welcome to her characteristic hospitalities. And is it too much to presume that the spirits of those just men made perfect, whose names have been mentioned, look down upon this meeting here amid the scenes of their earthly labors, with complacency, and breathe upon it a hallowed influence?

Our darkened and imperilled country—how does its lamentable condition illustrate the necessity of the thorough education of the people, and the value, the priceless value of the teachers' labors! Had the masses in the revolted states been educated; had the schoolmaster been abroad in them to any good purpose, the people thereof never could have been duped and maddened to rebellion. The schoolmaster would have proved an overmatch for the conspirator, and an army of twenty thousand of them garrisoning as many school-houses, would have forestalled the mustering of four hundred thousand rebels against our nationality. But, alas! it is now too late, the die is cast, and the wild storm which was nursed and expanded under the clouds of popular ignorance and delusion, is bursting in fury and desolation over the land.

But I will not longer detain you, and conclude by expressing the hope, that your meeting here at this time, may prove highly pleasant and richly profitable to you, in answering its noble purposes, and that your short stay here may be so agreeable as to form a bright and cherished reminiscence in all your future lives.

Mr. Allen, in behalf of the association, responded in a happy manner,—thanking Mr. Gillette for the cordial manner in which he had welcomed them to the beautiful city of Hartford. "We come not," said Mr. A., "with the expectation of breathing an educational spirit or enthusiasm into the hearts of the people of this city, but we come, rather, as devoted pilgrims in the great work of universal education. This city is known for its labors and sacrifices in times of peace as well as in times of war. Its public institutions for the benefit of the human race and the amelioration of human woes are unrivaled. And, Sir, may we not see that the grand secret of your success as a people is to be found in the fact that, as a people, you are *loyal at heart*. You believe here that in a republic like ours the majority should

rule,—and you do not seem to forget the important fact that as the majority are educated so will they rule. And you have ever been determined that by the united efforts of truth and right, the majority, so far as you are concerned, shall be well furnished with physical, moral, and intellectual culture. This, Sir, we believe is the secret of your substantial, lasting happiness,—and so long as you look well to the interests of your schools and the education of the masses, no rebel power can secure an influence within your borders.”

The Hon. David N. Camp was then introduced as the lecturer for the evening, and for more than an hour he held the close attention of the large audience, while he gave a highly interesting review of educational movements and operations and designated some of the high and important duties which teachers are called to perform. The address was full of interest and instruction, and we believe the universal feeling in the audience was that it was not only highly appropriate to the occasion, but every way worthy of the speaker and of the high position he occupies in the State.

We give the following brief abstract, which we take from
• the Hartford Press:—

“The first state convention of teachers and friends of education was held at Meriden, in 1848. Six counties were represented, and the State Teachers' Association was organized. The Association maintained but a feeble existence till in 1853, at its meeting in New Haven, an effort was made to place it on a firmer basis, since which time its sessions have been held annually. In '54 a profitable and interesting session was held in Norwich, at the time that city was adopting school improvements not surpassed by any other town in the State. In the spring of '55 it was held in this city, and addressed by Prof. Philbrick, Prof. Goodrich of Yale College, Dr. Barnard, and other gentlemen—and subsequently in the fall of the same year at Bridgeport; New Britain and New London in '56; Meriden in '57; Stamford in '58; Danielsonville in '59; and Bridgeport again in '60. The Association has included among its members most of the active teachers of the State, and accomplished much for the educational interests of the State.

It encouraged the establishment of the State Normal School; held meetings in different parts of the State, at which addresses were made on the subject of education; established

teachers' institutions; procured the passage of better school laws; and, above all, aroused the people to a more liberal policy in the matter of free schools, well qualified teachers and systematic teaching in good school-houses.

At the time this Association was organized, common schools were in a neglected condition. The school-houses were badly contrived, inconvenient, uncomfortable, out of repair, and set in the highway, without play-yard, shrubbery, or ventilation, (except through broken window panes,) and every way unattractive. At that time, of 1650 school-houses in the state, only 290 were reported in good condition; and as late as '56, only 451 were thus reported. Now 1118, or more than two-thirds of the whole, are reported in good condition, and there has been a marked improvement in the standard of taste. Many of these buildings, even in rural districts, are pleasantly situated, conveniently arranged for school purposes, and made elegant and attractive.

Then but few of the school houses had any school apparatus, even a globe or set of maps, and there were no school libraries. Now 554 districts are supplied with full sets of Holbrook's school apparatus, and many others are partially supplied. All our high schools, and a few public schools, have philosophical and chemical apparatus. Nearly 800 districts have sets of outline maps, and nearly 600 have school libraries.

In '48, the average monthly wages of male teachers was \$16.50, female teachers \$7 and "boarded round." Now, the wages of male teachers average \$31.20 per month, and female teachers \$17.34. Then, teachers changed schools almost every term; now more than 700 are employed for consecutive terms. The difficulties arising from confusion and multiplicity of text-books, are beginning to be in a great degree remedied. And perhaps the greatest improvement of all, which cannot be illustrated by figures, is the *improved method of instruction* arising from more enlarged and liberal ideas of the nature of instruction, the objects to be attained, the capacity of children's minds, and classification and system. The same amount of real education, without injurious "forcing," is now attained in much less time, while the bodily health and morals of the pupil are also improved. Children in our best public schools are better educated at the age of twelve, than formerly at fourteen or fifteen. This is not only a gain to the child, but a great economy in the matter of expense.

The 162 towns of the State are divided into 1624 school districts, registering 108,389 children, between the ages of

4 and 16, an average of 67 children to a district. These are very unequally distributed. The city district of New Haven has more children than the whole of Tolland county, while within a few miles is another district, in which a school has been sustained for several years, with but six children. Seven districts number over 1000 children, 150 from 100 upwards, 1450 less than 100. Of these, 550 have 40 or more, 938 less than 40, and 140 less than 20 each. This great disparity accounts, in a great measure, for the difference in the amount of education obtained—500 or 1000 children can be better and more economically educated in one district than in twenty or thirty. Nearly two-thirds of the schools now employ permanent teachers, and there are 1000 teachers who make teaching their profession.

The improvements to be made are, 1st, in the system and appliances necessary for the successful operation of educational forces; 2d, in the forces themselves, or the methods of instruction and training. Under the first head are included school buildings and rooms, school furniture, apparatus, libraries, prompt and regular attendance of children, and the better organization of schools and the means for their support. The speaker enlarged upon these topics, speaking of much that has been accomplished in some quarters, and urged greater improvements in others. He recommended the establishment of graded schools wherever practicable, by a consolidation of districts or otherwise, and the making of the public schools *free* schools. The annual expense of schools (exclusive of buildings) is about \$350,000. The income from the school fund is \$130,000; town deposit fund, \$46,000; town tax of 3-10th mill, \$72,000; endowments, about \$18,000—leaving \$80,000 to be provided by rate bills or property tax.

On the second topic, viz.: the methods of instruction and training, the speaker entered into a full and comprehensive statement of what was required by the teacher, his qualification, aims and objects; what had been done by other states and countries for their improvement; of new methods of instruction; of the pupil's capacity for study without injury to health; of "physical education," "object lessons," &c., which we are compelled to omit in our report. He concluded by eloquently exalting the noble office of teachers, and appealing to them to sustain the association and cooperate in sustaining and laboring in the cause of education.

At the close of Prof. Camp's address, a few items of business received attention, after which the association adjourned till 9 o'clock Friday morning.

On Friday, after devotional exercises by the Rev. Mr. Parker, the financial condition of the Common School Journal was considered, and a very liberal subscription was raised, in less than an hour, sufficient to relieve the Journal from embarrassment. The promptness and cheerfulness with which this was done was highly gratifying to all friends of the Journal. If teachers generally will manifest a similar interest by subscribing for the Journal and contributing to its pages, its usefulness may be greatly increased. If any one feels that he, personally, does not need the Journal, we would urge him to view it in the light named by Prof. Camp, and ask himself this question:—"Does the good of the cause require its support?" If so, then should not every one who has an interest in the cause be willing to do his part?

At 10½ o'clock, N. A. Calkins, Esq., of New York, gave a very clear and sensible lecture on "Object Lessons,"—or the Pestalozzian method of instruction. He illustrated his course by a primary class from one of the schools of the city. We have not space for a sketch of this excellent lecture. We can only say that it was very practical, and listened to with great pleasure and profit by a large body of teachers and friends of education.*

In the afternoon the Association met in two sections, and an hour was devoted to the discussion of subjects appropriated to the grades of schools represented. These were of a interesting and instructive character and gave very general satisfaction. We have not space for particulars. One of these sections was under the charge of A. Morse, Esq., who was assisted by Mr. Bartlett, of New Britain and others. T. T. Curtis, Esq., of Hartford, and E. B. Jennings, Esq., of New London, conducted the exercises in the other section which was composed of teachers of High and Grammar schools.

At 3 o'clock the Association proceeded to the choice of officers, and editors of the Common School Journal. The

* Those desirous of knowing, more fully, Mr. C's plan, will do well to procure a copy of his work, recently published, on "Object Lessons." It is a very valuable book.

following gentlemen were unanimously elected officers for the ensuing year :

JOHN W. ALLEN, Norwich, *President*.

AUGUSTUS MORSE, Hartford,	} <i>Vice Presidents.</i>
GEORGE F. PHELPS, New Haven,	
E. B. JENNINGS, New London,	
E. F. STRONG, Bridgeport,	
C. F. NORTH, Wolcottville,	
LUCIAN BURLEIGH, Plainfield,	
J. N. FARMER, Rockville,	
H. CLARK, Portland,	

F. F. BARROWS, Hartford, *Rec. Sec.*

J. C. HOWARD, Meriden, *Cor. Sec.*

JOHN N. BARTLETT, New Britain, *Treasurer*.

The names of the Editors for the ensuing year will be given on another page.

At 3½ o'clock, the Hon. John D. Philbrick of Boston addressed a large audience in the 4th Church. His subject was "Primary Schools and Primary School Instruction." His remarks were eminently sensible and practical, and we believe every teacher who listened to him will prove a better and more successful teacher in consequence. We wish we had space for a detailed report of Mr. Philbrick's lecture. It was, throughout, characterized by that good sense and judgment which are always so apparent in all that Mr. P. says and does.

The closing exercises of the Association were in the Fourth Church, and consisted of brief speeches by Messrs. Camp, Bartlett and Northend, of New Britain; Hon. Francis Gillette, Hon. Henry Barnard, Rev. Mr. Beadle and A. Morse, Esq., of Hartford; L. Burleigh, of Plainfield; Mr. Philbrick, of Boston; Rev. Mr. Shipman, of Jewett City; E. B. Jennings, New London; E. F. Strong, Bridgeport; Mr. Balcum, Middletown; Mr. Sprague, of New Haven; A. F. Lewis, Waterbury; B. B. Whittemore, Norwich; and N. C. Pond, of Ansonia.

After the speeches above named, Geo. F. Phelps, Esq., of the Eaton School, New Haven, presented a series of resolutions expressing thanks to the teachers and citizens of Hartford for their very generous hospitality and kindly interest,

to the several lecturers and others who had addressed the Association, to the several Railroad officers who had generously furnished free return tickets, and to the several gentlemen and associations which had so courteously invited members of the convention to visit objects of interest.

The whole audience then united in singing "America," after which the Association adjourned, *sine die*.

Thus closed one of the largest, most harmonious and profitable educational meetings ever held in the State,—and we believe all the members left with the feeling that they had not only had a good time, but that the good cause which had convened them had received a noble impulse in the right direction.

We are confident that the teachers of the State will long hold in grateful remembrance the teachers of Hartford for the unwearied efforts they had made to provide for their entertainment and happiness. The universal feeling was that the Hartford teachers had shown themselves worthy of the great work in which they are engaged. Many a teacher from our rural districts will be cheered by the recollection of kind courtesies received from their brother and sister teachers of the Charter Oak City.

OBEDIENCE.

No person is really competent to command who has not first learned to obey. Our loyal citizens are those who were early taught the lessons of obedience,—obedience to parents,—obedience to teachers,—obedience to rightful authority. Our troublesome citizens,—our rebellious citizens are those who have been wayward and disobedient from youth;—those who have long acted from selfish motives,—whose own gratification and will have been placed above all restraint. So true is this view, that we believe the training and discipline a child receives during the first ten years of his life will give shape and character to all of his subsequent life. If he has for ten years been left to exercise his own

views and to disregard the wishes and requirements of parents and teachers, he will, in all probability, become an insubordinate citizen,—and only respect or regard the laws so far as his own personal interests are concerned. He will never look at the general good, nor even favor it if in any way it will curtail his own gratification. In all ways he will prove a crooked and troublesome citizen. On the other hand if a boy has lived a half score of years and been made to yield implicit, prompt and cheerful obedience to parents and teachers, he will, almost as a matter of course, become a good and loyal citizen. It will ever be his aim to understand his rights and privileges and to exercise them with a strict regard to the rights and privileges of others,—studiously aiming to obey and support all laws and requirements made for the public good. He will ever manifest a proper respect for, and obedience to those in authority and by example and precept sustain and strengthen every duly constituted government under which he may be called to live or act.

If our position is correct, what a duty and work devolve upon parents and teachers,—and how earnestly should they labor to instill into the minds of the young, true principles of submission. If in the family and the school, youth are brought to obey the constituted authority, and to pay due regard to the rights and privileges of others associated with them, they will lay properly the foundation of a habit which will “grow with their growth, and strengthen with their strength,” so that it will be an easy matter for them to assume the duties of citizens and manifest a loyal and law-regarding spirit. That parents and teachers may be successful in the right direction they should carefully strive to make all their requirements reasonable and just, and to insist on prompt and exact obedience. They should make it their constant and prominent aim so to train the children committed to their charge, that correct views of discipline shall be fully and firmly rooted in their young hearts,—and if this is done by all parents and teachers in our land, future generations will have no occasion to contend against unjust usurpations and unhallowed rebellions.

Therefore, O teacher, give all diligence to impart lessons in obedience, and labor earnestly to train your pupils "in the way in which they should go."

MORAL EDUCATION.

Do not expect from a child any great amount of moral goodness. During early years every civilized man passes through that phase of character exhibited by the barbarous race from which he is descended. As the child's features—flat nose, forward-opening nostrils, large lips, wide-apart eyes, absent frontal sinus, etc.—resemble for a time those of the savage, so, too, do his instincts. Hence the tendencies to cruelty, to thieving, to lying, so general among children—tendencies which, even without the aid of discipline, will become more or less modified, just as the features do. The popular idea that children are "innocent," while it may be true in so far as it refers to evil *knowledge*, is totally false in so far as it refers to evil *impulses*, as half an hour's observation in the nursery will prove to any one. Boys when left to themselves, as at a public school, treat each other far more brutally than men do; and were they left to themselves at an earlier age, their brutality would be still more conspicuous.

Not only is it unwise to set up a high standard for juvenile good conduct, but it is even unwise to use very urgent incitements to such good conduct. Already most people recognize the detrimental results of intellectual precocity; but there remains to be recognized the truth that there is a *moral precocity* which is also detrimental. Our higher moral faculties, like our higher intellectual ones, are comparatively complex. By consequence they are both comparatively late in their evolution. And with the one as with the other, a very early activity produced by stimulation will be at the expense of the future character. Hence the not uncommon fact that those who during childhood were instanced as models of juvenile goodness, by-and-by undergo some disas-

trous and seemingly inexplicable change, and end by being not above, but below par; while relatively exemplary men are often the issue of a childhood by no means so promising.

Be content, therefore, with moderate measures and moderate results. Constantly bear in mind the fact that a higher morality, like a higher intelligence, must be reached by a slow growth; and you will then have more patience with those imperfections of nature which your child hourly displays. You will be less prone to that constant scolding, and threatening, and forbidding, by which many parents induce a chronic domestic irritation, in the foolish hope that they will thus make their children what they should be.

This comparatively liberal form of domestic government, which does not seek despotically to regulate all the details of a child's conduct, necessarily results from the system for which we have been contending. Satisfy yourself with seeing that your child always suffers the natural consequences of his actions, and you will avoid that excess of control in which so many parents err. Leave him wherever you can to the discipline of experience, and you will so save him from that hot-house virtue which over-regulation produces in yielding natures, or that demoralizing antagonism which it produces in independent ones.

By aiming in all cases to administer the natural reactions to your child's actions, you will put an advantageous check upon your own temper. The method of moral education pursued by many, we fear by most, parents, is little else than that of venting their anger in the way that first suggests itself. The slaps, and rough shakings, and sharp words, with which a mother commonly visits her offspring's small offenses (many of them not offenses considered intrinsically,) are very generally but the manifestations of her own ill-controlled feelings—result much more from the promptings of those feelings than from a wish to benefit the offenders. While they are injurious to her own character, these ebullitions tend, by alienating her children and by decreasing their respect for her, to diminish her influence over them. But by

pausing in each case of transgression to consider what is the natural consequence, and how that natural consequence may best be brought home to the transgressor, some little time is necessarily obtained for the mastery of yourself; the mere blind anger first aroused in you settles down into a less vehement feeling, and one not so likely to mislead you.

Bear constantly in mind the truth that the aim of your discipline should be to produce a *self-governing* being; not to produce a being to be *governed by others*. Were your children fated to pass their lives as slaves, you could not too much accustom them to slavery during their childhood; but as they are by-and-by to be freemen, with no one to control their daily conduct, you cannot too much accustom them to self-control while they are still under your eye. This it is which makes the system of discipline by natural consequences, so especially appropriate to the social state which we in England have now reached. Under early, tyrannical forms of society, when one of the chief evils the citizen had to fear was the anger of his superiors, it was well that during childhood parental vengeance should be a predominant means of government. But now that the citizen has little to fear from any one—now that the good or evil which he experiences throughout life is mainly that which in the nature of things results from his own conduct, it is desirable that from his first years he should begin to learn, experimentally, the good or evil consequences which naturally follow this or that conduct. Aim, therefore, to diminish the amount of parental government as fast as you can substitute for it in your child's mind that self-government arising from a foresight of results. In infancy a considerable amount of absolutism is necessary. A three year old urchin playing with an open razor, cannot be allowed to learn by this discipline of consequences; for the consequences may, in such a case, be too serious. But as intelligence increases, the number of instances calling for peremptory interference may be, and should be diminished; with the view of gradually ending them as maturity is approached. All periods of transition are dangerous; and the most dangerous is the transition

from the restraint of the family circle to the non-restraint of the world. Hence the importance of pursuing the policy we advocate; which, alike by cultivating a child's faculty of self-restraint, by continually increasing the degree in which it is left to its self-restraint, and by so bringing it, step by step, to a state of unaided self-restraint, obliterates the ordinary sudden and hazardous change from externally-governed youth to internally-governed maturity. Let the history of your domestic rule typify in little the history of our political rule: at the outset, autocratic control, where control is really needful; by-and-by an incipient constitutionalism, in which the liberty of the subject gains some express recognition; successive extensions of this liberty of the subject; gradually ending in parental abdication. SPENCER.

ATTENTION.

THE ability of any person to hold the mind in a fixed condition to receive whatever may be communicated to it, is the first element of intellectual power. Without it all the faculties of the mind must, necessarily, be enfeebled and their action aimless and superficial. A mind incapable of giving undivided attention must be deficient in the power of comprehension; perception can not be acute; comparison and judgment fail; association is weak; and memory is consequently feeble and treacherous.

The importance of so training the mind of the child as to increase the power of attention, will be manifest to every one who understands the nature of the human intellect, or desires to place the elements of success within the reach of the young. The evils growing out of inattention are legion, but, in a vast majority of cases, they are attributed to some other cause.

What teacher has not been surprised and disheartened, if not sorely vexed, when, after a most explicit presentation of a statement or announcement of a rule, has found many pupils declare, "I never heard you say so."

It is related of a teacher, that, for the purpose of testing

the power of attention of her pupils, she stated a circumstance to one individual, in plain, positive language, and requested her to state the same with great care to a second, the second to a third, and so on, until the statement should be made to twenty persons. Then the twentieth individual was requested to relate to the teacher what had been communicated to her; but so changed had the statement become that the teacher could not recognize the slightest resemblance, in idea or language, to that which she had first communicated.

We take the liberty of presenting a very forcible illustration of our subject from an incident related by Prof. John S. Hart, late Principal of the Philadelphia High School, in a most excellent lecture on Attention. He remarks,—“At the examination for admission into the Philadelphia High School, as a means of testing how the faculty of attention had been cultivated, candidates were required to write a passage from dictation. On one occasion I took pains to copy a few of the exercises, in order to show the singular freaks which an uncultivated ear may be led into. The first clause of the sentence I read to be copied was thus :

“Every breach of veracity indicates some latent vice.

“The following are examples of the understanding of some of the candidates :

“Every breach of veracity indicates some latest vice.

“Every breach of vivacity indicates some great advice.

“Every breach of veracity indicates some laten vice.

“Every breach of veracity indicates some late device.

“Every bridge of eracity indicates some late advice.

“Every breach of feracity indicates some latent vice.

“Every breach of rascality indicates some ladened vice.

“Every branch of veracity in the next some latent vice.

“Every reach of their acidity indicates some device.

“In another part of the passage occurred the words, ‘petty operations.’ The following examples will indicate the understanding of some of the candidates.

“‘Petty alterations.’ ‘Petty observations.’ ‘Patriarchal institutions.’ ‘Petty oblations.’”

Prof. H. remarks, "we can not take too much pains in early life, in arousing this power of attention. Depend upon it, no matter how much learning, so called, is crammed into a youth, his intellectual development is not begun until this power is aroused. He may have a vague, dreamy sort of knowledge, may do some things by rule, may acquire by rote, but his powers are not invigorated. He does not grow until he really begins to see and hear, and to feel *terra firma* under his feet."—*Mass. Teacher.*

TRIBUTES TO TEACHERS.—Hear what Lord Brougham says of the schoolmaster :—

"The conqueror moves on in a march. He stalks onward with the 'pride, pomp, and circumstance of war'—banners flying, shouts rending the air, guns thundering, and martial music tending to drown the groans of the wounded and the lamentations for the slain.

Not thus the schoolmaster in his peaceful vocation. He meditates and prepares in secret the plans which are to bless mankind; he slowly gathers around him those who are to further their execution; he quietly, though firmly, advances in his humble path, laboring steadily, but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots the weeds of vice. It is a progress not to be compared with anything like a march; but it leads to a far more brilliant triumph, and to laurels more imperishable than the destroyer of his species, the scourge of the world, ever won.

Such men—men deserving the glorious title of teachers of mankind—I have been adoring conscientiously, though, perhaps, obscurely, in their blessed vocation, wherever I have gone. I have found them and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded, but enslaved Italians; and in our country, God be thanked, their numbers everywhere abound, and are everyday increasing. Their calling is high and holy; their fame is the property of nations; their renown will fill the earth in after ages, in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course—awaits in patience the fulfillment of the promises—resting from his labors, bequeaths his memory to the generation whom his works have blessed—and sleeps under the humble, but not inglorious epitaph, commemorating 'one in whom mankind lost a friend, and no man got rid of an enemy.'

SCHOOL GYMNASTICS.—BY DIO LEWIS, M. D.

The bean bag exercises are the best to begin with.

For the average pupil, the bags should be, when finished, eight or nine inches square, sewed with double linen or silk thread, and three-quarters filled with beans.

The beans should be rinsed until the water runs from them quite clean, and then dried before they are put in the bags. As often as once in two weeks the bags should be emptied and washed, and as often as once a month the beans should be rinsed.

The young ladies who continue to use the dirty bags which I see every where soiling their clothes and hands, and filling their lungs with fine dust, must have a strong instinct for exercise. The bags ought not to be used more than a quarter of an hour each day, and never at all except under the eye of the teacher and with thorough discipline.

When a military company shall prosper with dirty muskets and bad discipline, then a school may continue to feel a lively interest in these bag exercises, managed as they usually have been.

A trunk or box with a lock in which the bags may be kept when not in use, is a good expedient.

All this will cost but little money and time, and must be carefully observed by all who would not see their pupils kick a mass of dirty bags into a dirty corner, to leave them there in disgust.

Schools in which I have taught between one and two years, use the bags now with more than double the interest of the first month.

No. 1. Arrange your players in two classes, standing in the aisles between the desks or otherwise. The classes should face each other and about six feet apart. Each pupil plays with the one who stands exactly opposite him. One bag to each couple.

The teacher gives the word, one, two, three, and the bag is thrown backward and forward ten, twenty or fifty times as the teacher may indicate.

It should be thrown from the position represented in *Fig. 1*, and never tossed from the lap.

As each couple finishes the number announced by the leader, the bag is held up as high as may be and the number cried in a loud voice.

No. 2. The same as the last, except the right hand only is used, the left one being held on the side as shown in *Fig. 2*.

No. 3. Same as No. 2, except the left hand is used in throwing the bag while the right hand is held on the side.

No. 4. Same as the last, except the bag is thrown from the position represented in *Fig. 3*.

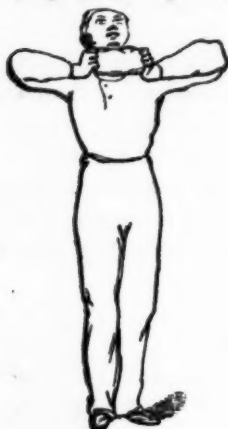


Fig. 1.



Fig. 2.



Fig. 3.

No. 5. Same as the last, except the bag is thrown with one hand as shown in *Fig. 4*.

No. 6. Same as the last, except the left hand alone is employed.

No. 7. Hold the bags represented in *Fig. 5*, and throw it over the head to your partner, ten to fifty times as in all the previous ones.

No. 8. Throw from the position represented in *Fig. 6*. In catching, the hands must be held in the same position.

No. 9. Same as the last, except the left hand is used in the throwing and catching.

No. 10. Each player turning his right side toward his



Fig. 4.



Fig. 5.



Fig. 6.

partner, will throw it from the point of the elbow, keeping the fore-arm vertical as seen in *Fig. 7*.

No. 11. Same as No. 10, except with the left elbow.

No. 12. From the position shown in *Fig. 8*, toss the bag from ten to fifty times as in all the previous exercises.

No. 13. Turning the right side toward your partner, throw the bag from the position shown in *Fig. 9*.



Fig. 7.



Fig. 8.



Fig. 9.



Fig. 10.

No. 14. Same as No. 13, except the throwing is to be done with the left hand.

No. 15. Turning the right side toward your partner, again throw with both hands from the chest.

No. 16. Turning the left side, throw with both hands from the chest.

No. 17. Turning your right side to your partner, throw the bag from the position seen in *Fig. 10*.

CHARITY AMONG TEACHERS.

"Charity suffereth long and is kind, charity vaunteth not itself, is not puffed up, doth not behave itself unseemly, is not easily provoked, thinketh no evil." What a beautiful picture is this. How this crowning excellence adorns human character. Nothing appears more beautiful in all the duties and relations of life. The charity that "envieth not and seeketh not her own,"—the beautiful economy of human happiness.

Yet I know a teacher who seldom speaks well even of any teacher but himself. He is a great critic on every system of teaching. He speaks only of the faults of our educational system. He is continually chiding the fraternity for their want of zeal and efficiency. He misconstrues words, motives and actions. He is not cordial with his fellow teachers. He sees in them insincerity and indifference. When this man sees his fellow rising by dint of hard labor and perseverance, the emotions of envy arise in his bosom. He much prefers to seize upon the foibles and magnify them, than to praise him that doeth well. He is quite certain that the reputation is not well founded, it is a precarious superstructure. This grumbler does not work cordially with any body else. His faith is weak in regard to the efficiency of the efforts of certain teachers and educators. He can not approve such measures. He has a finely spun theory of his own, which is precisely adapted to the wants of the times, and he is much surprised that his theory is so little appreciated. He can have no patience with systems of teaching that differ so widely from his own. He utters wholesale criticisms upon authors that do not incorporate his peculiar

ideas of scientific propriety. His *system*, of course, is right. It is evident that this man does not come up to the standard of perfect charity. And this is only a representative man. I trust the class is not very numerous. But, viewed from certain standpoints, it is very evident that charity is a stranger guest among certain circles of teachers. And how this cripples the efficiency of the educational system. How it lowers the real dignity of the teacher's calling. There seems to be no apology for this. That ignorant and uncultivated minds should want the crowning grace of charity is no wonder. We can not well expect light in the midst of darkness. But it is unpardonable in him who is really competent to lead the youthful mind in the pathway of knowledge. Shall he permit himself to become a prey to the viler emotions of human nature? Shall he fail to practice what he should teach to others? Shall he step down from the high theater of his duties and squander his efforts in lower spheres?

The hands and hearts of teachers and educators should be closely joined. They can not afford to indulge in uncharitable feelings and efforts. Their work is a great work. It needs the united strength of every hand that can aid. How beautiful is charity, and where more beautiful than among a company of teachers? True charity is not incompatible with just criticism. But criticisms are not to be introduced at the mere bidding of a desire to *seem* critical. Forbear your criticisms until the right time and place. Put the most favorable construction upon the actions of your fellow teachers. Be as eager to receive as to give counsel. And "with what measure ye mete it shall be measured to you again."—*New York Teacher*.

THOUGHTS FROM VARIOUS AUTHORS.

Most teachers sow plants instead of seeds; and do not proceed from the most simple principles.

First, the senses should be exercised; then the memory, then the understanding, and lastly, the judgment; and all by commencing as science does, with an induction.

The pupil should learn nothing by rote which he has not already comprehended.

He should learn nothing which is not useful either for one or another condition in life.

All the studies must form one whole, must proceed from one root.

Pupils should learn, not only to understand, but also to express what they understand.

Speech and knowledge of things must proceed together.

Reading and writing should be learned together.

Actual intuition of things is the most important part of instruction.

From this proceeds actual knowledge ; what is perceived by the senses clings fastest in the memory ; for which reason pictures are to be recommended.

Every art is learned by practice. The teacher must do the work before the scholar does it. *Comenius.*

The best mode is to make the children learn the most useful things.

Therefore the child himself must learn to form opinions ; to which end instruction should often be given orally.

Justice and desire for knowledge must be planted in the child ; he must likewise be early instructed in morality ; which represents virtue in a lovely form.

The actions of a young person constitute the truest touchstone of what he has learned. *Montaigne.*

Few rules should be given to children ; but these should be strictly adhered to.

It is best that rules should be found out by the practice of them.

Children should be managed with kindness and suitably to their character.

We should watch against all affectation in children, and should keep them natural, and preserve the beauty of their character.

For your children especially, what they learn should not be made a burden.

Children should not be overburdened with plays; the best are those they contrive themselves.

Children's lessons should not be made a servile labor to them.

Even their sports would become disgusting to them if they were forced to them.

Children should be influenced to love to learn, and should only be made to work when they are inclined to.

Still, children should not be permitted to be idle; and must be accustomed to drop occupations which are pleasant to them, to take up others not so agreeable. *Locke.*

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

It does not help one to see, to describe to him the night, and its dark colors and shadows. We can show what the night is only by lighting up, and what blindness is, by covering the eyes.

Just as little will one learn the right path to a place by being led about through all the side streets where he might go astray. *Pestalozzi.*

MONOTONY OF SCHOOL EXERCISES.—All teachers have felt the creeping shade of depression and enervation, which naturally results from a regular order of exercises in the school-room. The teacher is not alone the sharer of this incubus of monotony; the same is both felt and acted in the person and spirit of the pupil. This is the rock upon which so many of the craft are ruined. This with that other, and not less dispiriting cause, the departure of a class of mind that held the front rank in the school-room, upon whose characters, the teacher has given the last stroke of his skill, ere crossing the threshold to struggle in life's battle. With them too often goes the life, the energy and the courage of the teacher. Having smoothed the rough boards of their minds, and fitted them for their position in the social fabric,

he feels disheartened as a new supply of the rough materials rolls itself up before him for the same care, handiwork and burnishing process as before. The mind, upon which any one of these causes so operates, as to discourage and unfit it for labor, needs to look well to the nature of things, and see if there is not a remedy for this evil, which loses to the profession many of the noblest and most successful of workmen. We think that the cause lies in the fact, of keeping within the narrow limits of instruction, and not enriching and amassing intellectual wealth—current truths connected with every branch we teach—to be imparted as freely as obtained. In so doing we invigorate our own thoughts; keep in constant expectancy, the minds of those we instruct, and dispel wholly that appalling cloud of monotony, so begrimed with gloom and despair. Every task should be made a living embodiment, a real life, created anew; stripped of formality and dull verbiage. To effect this, the teacher must be an eclectic, a gleaner, a kaleidoscope, turning up new shapes and beauties at all hours in the day. Let us do this, and the flickering shadows of monotony will be lifted, and an intellectual sunlight will be felt reciprocally by both teacher and pupil.—*New York Teacher.*

HINTS ON ORAL TEACHING.—To secure the attention of a body of young children, while giving an oral lesson, is perhaps one of the most difficult parts of teaching that presents itself to a novice. If the pupil's attention can be obtained at the commencement of a lesson, generally, it is obvious that it may be easily maintained the remainder of the time, with a little experience on the part of the teacher, as nearly all lessons become more and more interesting as they advance towards the conclusion; and therefore the children will have a natural tendency to listen to the information given for their benefit, without giving the teacher any extra exertion to maintain their attention.

The following suggestions for securing attention and good order while giving an oral lesson may perhaps be acceptable to some of your readers:

I. That the pupils be strictly prohibited talking, and be made to sit in a convenient manner.

II. That the teacher should stand at such a distance, and in such a position, as to enable every pupil to see his face.

III. That all blackboards, maps, diagrams, &c., required to illustrate the lesson, should be ready for immediate use when wanted, and placed in such a manner as to enable all the pupils to see them without moving from their seats.

IV. That the teacher should make it a general rule never to leave the class while engaged in giving an oral lesson.

V. That if possible, the teacher should find some attractive name for his lesson, which will enable him to secure the attention of his pupils. This plan can be very successfully pursued in the giving of scripture lessons. For instance, if the teacher wished to give a lesson on "Noah," let the title of the lesson be changed to "The first shipwright," or some equivalent phrase. If on "Dives and Lazarus," to "The rich poor man and the poor rich man." If on "Jonah," to "The living ship." If on "Naaman," to "The little slave," &c., &c., &c. In some cases (when most convenient) it would be a good plan to disguise the real name of the lesson, and not make it known until near the end.

VI. To divide each lesson into four parts, and, at the conclusion of each part, to examine the pupils on the part previously explained to them.

VII. At the conclusion to make an examination (oral) on the whole of the lesson given.

VIII. To place the *incorrigibles*, (if any,) nearest the teacher, and to trouble them with the most questions at the time of examination.

If teachers arrange their lessons in a logical and interesting way, they will find, that, after obtaining the attention of their pupils once, their lessons will afterwards be courted, and that no extra exertion will be required for the preservation of order and attention.—*Charles F. Redman in the English Pupil-Teacher.*

LITCHFIELD COUNTY
ASSOCIATION OF SCHOOL VISITORS.

A meeting of the school visitors of Litchfield County was called in connection with the Institute for that county in October. Owing to another important meeting the same day, the attendance of school visitors was small and the meeting was adjourned to meet in Litchfield the sixth of November.

A number of towns were represented at this meeting, and interesting reports were made by gentlemen from different parts of the county. The facts stated indicated improvement in the appliances necessary for good schools. The importance of securing better qualified teachers and of enlisting the interest of parents and citizens was especially dwelt upon by several gentlemen.

After the reports, the meeting took the form of a conference and questions of importance were discussed and referred to committees to report at a subsequent meeting.

A permanent organization was effected as follows :

President, J. G. BECKWITH, M. D., of Litchfield.

Vice Presidents, REV. JAMES AVERILL, of Plymouth.

" " HENRY S. BARBOUR, Esq., of Torrington.

" " B. B. NORTH, M. D., of Cornwall,

Secretary, S. M. ENSIGN, Morris.

A GOOD REASON.—‘Mother,’ said little Nezzie, one morning, after having fallen from his bed—‘Mother,’ I think I know *why* I fell out of bed last night. It was because I slept *too near the place where I got in.*’ Musing a little while, as if in doubt whether he had given the right explanation, he added, ‘No, that was not the reason. It was because I slept *too near where I fell out.*’

Surely that last was the true reason. Nezzie slept too near the place where he could fall out. Let all boys learn a lesson from this in moral things. The dangerous edge is along the places of sin. The reason why so many of the young are suddenly ruined is that they get too near the

place of falling. If a boy goes near temptation—into bad company, where persons swear, or lie, or drink—he is in great danger. Many great men have fallen by venturing too close to the tempting power of sin. Boys, keep far away from the place where you may fall. Some, in a wicked course, go so near hell that they fall in.—Many a man, after he has lost his good character, could say, ‘It was not because I kept too near the innocence with which I begun life, but because I went too near the place where I fell.’—

Selected.

MISCELLANY.

INSTITUTES.—It was thought, early in the year, that the attendance upon our Institutes would be materially reduced by the state of affairs in the country. But the results show that in no previous year has the attendance been so large. We think that, as a whole, more than usual interest has been manifested in the Institutes. They have been attended by an excellent class of teachers, and the spirit they have exhibited has been as creditable to them as it has been gratifying to all who have given lessons or lectures.

From the observation and experience of several years, we feel persuaded that there is no one agency which, in a brief time and at limited expense, accomplishes so much for the cause of education as well-conducted Institutes. From year to year the interest in these conventions seems to have increased both with teachers and citizens. We learn that the same is true in Massachusetts, and that the general interest in the sessions has been of a marked and cheering nature. There are a few particulars in which Institutes accomplish great good :—

1. They tend to bring teachers together and promote a professional spirit.
2. They tend to revive the teachers and animate them for their work.
3. They impart, in a brief time, many valuable hints and suggestions which teachers can incorporate into their own plans and operations.
4. They tend greatly to promote and diffuse an educational interest and feeling among parents and citizens.

On this last point we may say, that at every Institute which it has been our pleasure or duty to attend during the last seven or eight years, the interest on the part of the people has steadily increased from day to day throughout the sessions.

MYSTIC RIVER AND MYSTIC BRIDGE.—An Institute for New London County was held at these places on the 12th and 13th Nov. and was largely attended. In the former place, Mr. W. H. Potter has taught successively for many years. At Mystic Bridge, Mr. Messervey and Mr. Packer are highly spoken of for their success.

The Rev. Messrs. Denison and Griswold, who have, for many years, faithfully performed the duties of Acting Visitors, manifested much interest and cheerful coöperation in all the exercises of the Institute.

SCOTLAND.—A very pleasant Institute was held at this place in October. Mr. Palmer, a veteran teacher, rendered very acceptable service in arranging for the session, while the citizens generally manifested much interest. There is at this place a very neat and commodious school-house. Scotland has furnished many excellent teachers.

MORRIS.—The friends of Education in this new town are not inactive. A school library has been procured for every district. Mr. S. A. Ensign, the Acting School Visitor, has had much experience in teaching, and his efforts for the schools are productive of much good.

BRIDGEPORT.—Mr. B. W. Maples who has for the last two years been the successful principal of the Barnum School, recently resigned his position. He is succeeded by Mr. James Youngs, formerly of New Canaan, and a teacher of considerable experience.

SALISBURY. Our friend, E. Lewis Moore, who has, during the last four or five years, been doing an excellent work in this place, has felt it his duty to resign his position, that he might unite with others in defending his country. He is now on the Potomac, where he will not only prove a good soldier but also a loyal christian. Mr. Moore leaves many warm friends in Salisbury, and his faithful and efficient labors there will be long remembered.

We learn that two graduates of the Normal School are now teaching in Salisbury, Mr. A. F. Fowler, of the class of 1860, and Mr. Sanford, of the class of 1861, both worthy men and good teachers.

WILLIMANTIC.—Mr. Wheeler, formerly of Mystic Bridge, is, we learn, teaching a good school at this place. We wish him success, and shall be glad if he and the other friends of education at Willimantic can succeed in securing the establishment of a graded school in this growing village. Such a school is much needed and would do great good.

GREENEVILLE.—Mr. G. F. Davis is now principal of the school at this place, and we are informed that the several departments are in excellent condition.

JEWETT CITY.—The people in this pleasant village have one of the best school-houses in the State, a building that speaks clearly in favor of the wisdom and liberality of those who secured its erection. It will prove a good investment and have a salutary influence upon educational interests. In Rev. Messrs. Shipman and Allen, the cause of schools will find earnest and judicious friends. One of the pleasantest Institutes of the year was recently held at Jewett City. The town of Griswold, of which Jewett City is a part, has a good school-house in every district,—all built or remodeled within three or four years. The Rev. Mr. Northrop, of Griswold, deserves thanks for his efforts for the good of the schools.

ROCKVILLE.—We learn that the good cause of education is progressing here, and that the schools are in a flourishing condition. Mr. J. N. Turner has had charge of the principal school for about five years, and has, by his fidelity and skill, gained a good reputation. May he long continue at this important post.

WATERBURY. We have received the annual report of A. F. Lewis, Esq., Superintendent of the schools of Waterbury. In alluding to school matters, Mr. Lewis says:—

“Perhaps the greatest hindrance to the progress of our schools, is the lack of interest in them on the part of parents and guardians. A visit from a parent upon an ordinary school day, is of rare occurrence.

It can hardly be expected that children will feel that interest in their schools which is desirable, if parents manifest a careless indifference.

In many of the schools but a part of the pupils attend regularly, or during the year. As an example, one of the schools reports 60 pupils enrolled, with an average attendance of only 28!

The habit of removing pupils from the schools during term time, for the purpose of placing them in the shops temporarily, greatly retards the progress of pupil and school.

GREENWICH.—We are glad to learn that the principal school at this place is to continue under the charge of Mr. Chas. H. Wright another year. Mr. W. has labored here most faithfully during the last three years, and the people show their appreciation of his services by retaining them from year to year. This is wise. A good teacher can not be kept too long,—a poor one can not be dismissed too soon.

WINDHAM COUNTY.—An Institute in connection with the Windham County Association was held at PUTNAM on the two days succeeding Thanksgiving. Our friends in this county are ever active and zealous in the good cause of education.

ASSOCIATE EDITORS.

At the annual meeting of the State Association, the gentlemen named below were duly elected to act as Associate Editors of the Common School Journal for the year 1862. We are happy to announce that they have severally signified their acceptance and promised to provide copy in the order indicated below :—

January,	B. B. WHITEMORE,	Norwich.
February,	E. F. STRONG,	Bridgeport.
March,	G. H. HOLLISTER,	Litchfield.
April,	S. J. WHITON,	Ashford.
May,	F. F. BARROWS,	Hartford.
June,	N. C. POND,	Ansonia.
July,	E. B. JENNINGS,	New London.
August,	N. C. BOARDMAN,	New Haven.
September,	E. RIPLEY,	New Britain.
October,	ALONZO NORTON LEWIS,	Waterbury.
November,	J. W. ALLEN,	Norwich.
December,	H. L. READ,	Lisbon.

We earnestly hope that other teachers in different parts of the State will furnish communications and items of local, or general interest. Those who feel that they cannot write are respectfully requested to propose questions on any appropriate subject, and we will endeavor to give them deserved attention.

SPECIAL REQUEST.—*If any of our present subscribers feel that they can not afford us encouragement by continuing their subscription for another year, they will confer a special favor by informing us previous to the 16th inst. We would, however, most respectfully solicit their continued support.*

READER!—WILL YOU TRY TO AID THE JOURNAL BY SENDING US THE NAME OF ONE NEW SUBSCRIBER?

TO SCHOOL VISITORS.—We would most earnestly request School Visitors to use their influence to promote the circulation of the Journal among the teachers of their respective localities.

APOLOGY.—We felt warranted in promising, in our last, an article for this number, from the Hon. Seth P. Beers, giving the history of the School Fund. For some reason, unknown to us, it has not come to hand in season for the present number. We hope to receive it in season for our next.

LEWIS' INSTITUTE FOR PHYSICAL EDUCATION.—The second session of this Institute will commence Jan. 2d, 1862, and continue ten weeks. Any desirous of attending will please address the Principal, Dio Lewis, M. D., Boston, Mass.

PHYSICAL TRAINING.—Our readers will, we are confident, be pleased with the article in our present number, furnished by Dr. Lewis. Our January and February numbers will contain articles from the same source.

SEWING MACHINES. We would again call the attention of our readers to the advertisement of Grover & Baker. Having had one of their machines for nearly two years, we feel prepared to give it our unqualified approbation. It is in all respects an admirable article,—well conceived,—well made and as nearly perfect in operation as can be. We can find no fault with it and most cheerfully commend it to any in want of a good sewing machine,—and we may add, such a machine will be found invaluable in a family. Try it.

PENS AND WRITING BOOKS. These articles as advertised by Schermerhorn, Bancroft & Co., are well adapted to school use. The writing books—"Potter & Hammond's" are well known in this State, and we believe they give general satisfaction. Their school pen we have tried and consider it one of the very best we ever used.

NORMAL SCHOOL.—The winter term of this useful institution will commence on Thursday, January 2d. Those desirous of attending should make early application to the Principal, Hon. David N. Camp, New Britain. We would earnestly advise all who contemplate engaging in the work of teaching, to avail themselves, if possible, of the excellent advantages afforded at this institution.

EDUCATIONAL JOURNALS.

THE friends of education have occasion to rejoice that so many Journals devoted to the interests of schools and the improvement of Teachers have, during another year, been so largely circulated in many of the states. The states in which a monthly Journal, similar to ours, has been published during 1861, are Maine, New Hampshire, Massachusetts, Rhode Island, Vermont, New York, Pennsylvania, Ohio, Iowa, Michigan, Wisconsin, and Illinois. At the commencement of the year, Journals were also published in a few of the seceded states, but for the last six months we have not seen a copy from these states,—nor do we care to see another unless they are differently managed. Early in the present year, the *Southern Teacher*, published at Montgomery, Alabama, commenced a series of articles written by one P. R. Leatherman, in favor of slavery. These articles occupied considerable space in several numbers, and convinced the reader either that slavery is a divine institution, or that P. R. Leatherman has no more brains than he ought to have. He says, “There are many passages of the Sacred Scriptures which refer to slavery in so direct a manner that no one can doubt its being right, unless his mind is stultified by prejudice.” Now it seems to us that he must be a *leather* headed man who uses such language at this age of the world. But leaving Mr. Leatherman, we merely wish to state a brace of facts. While the Journals in the free states have been constantly improving and issuing their numbers regularly, those in the seceded states have all been discontinued. Where slavery is to be successfully advocated, ignorance is essential. Education and liberty, or ignorance and slavery: which shall we have?

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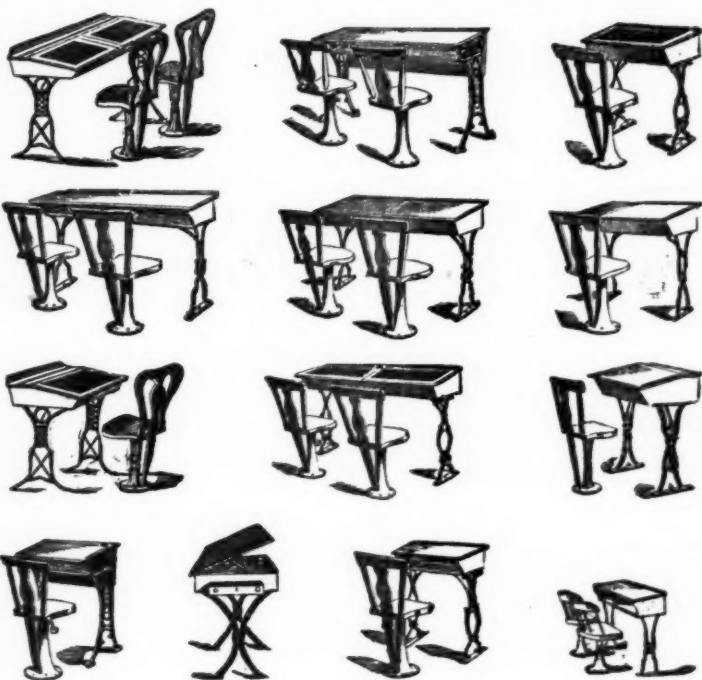
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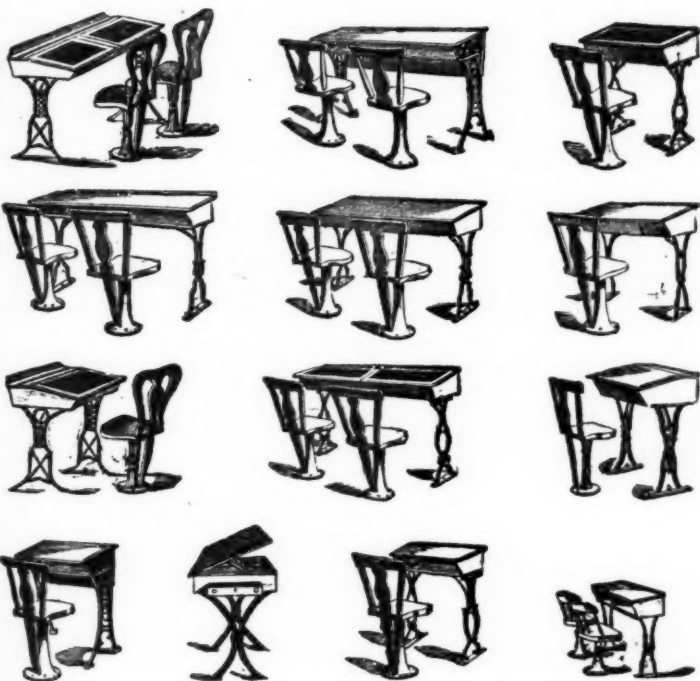
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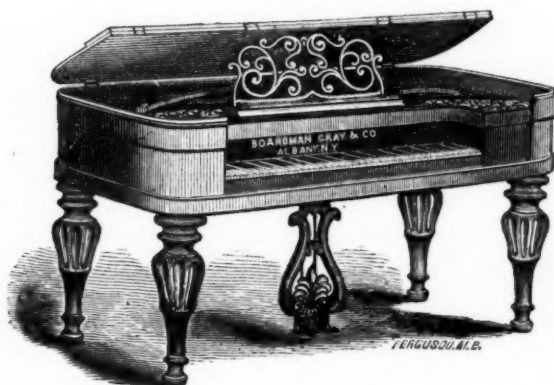
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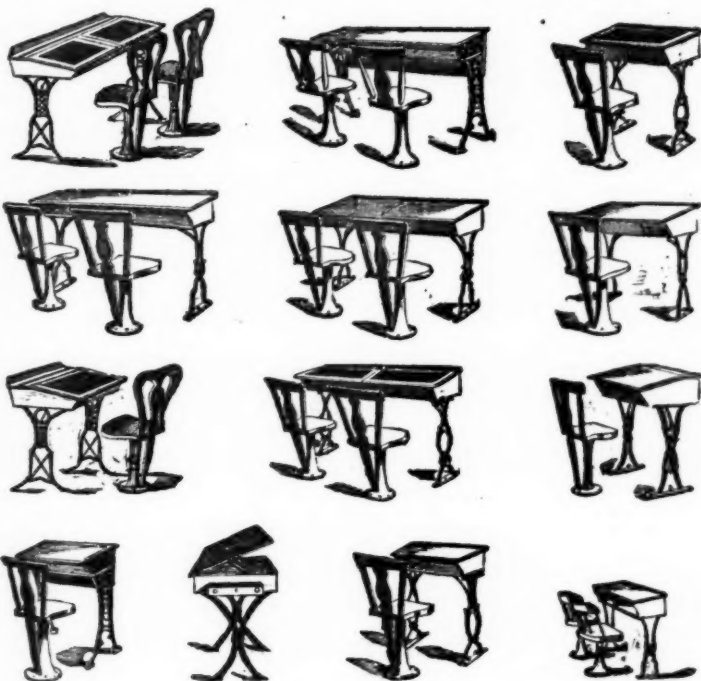
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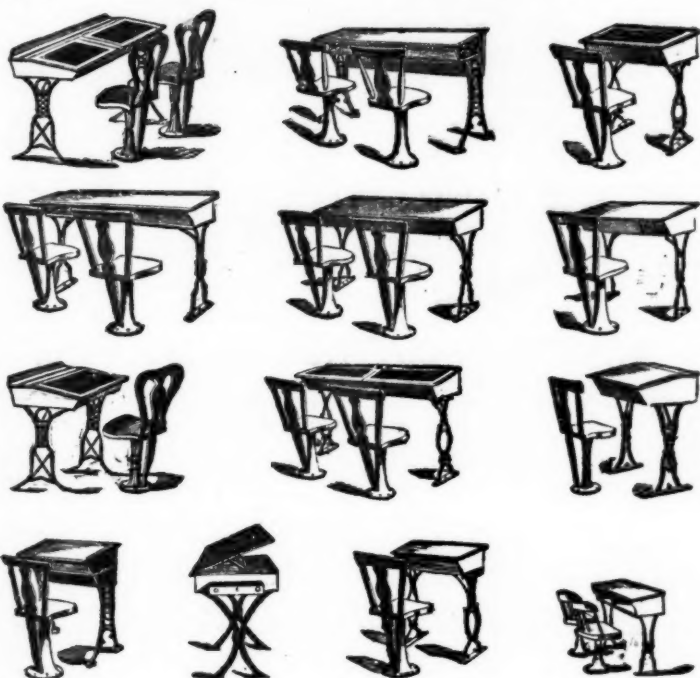
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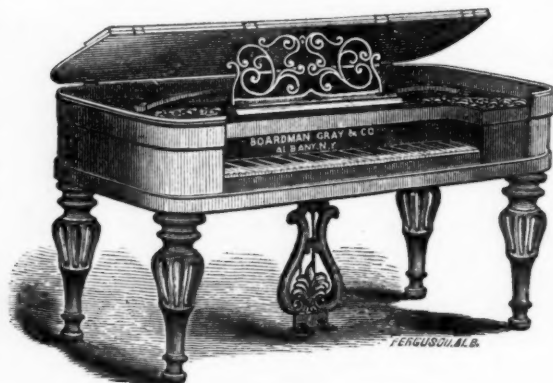
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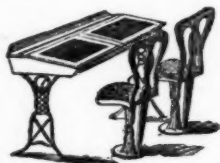
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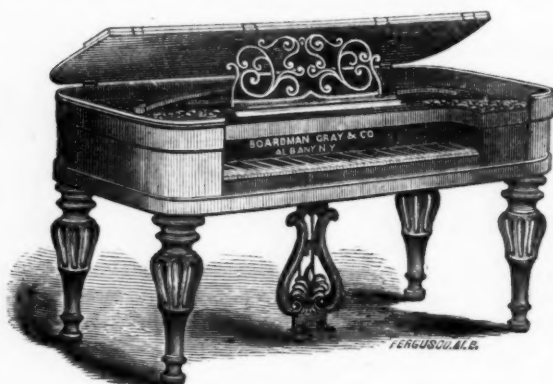
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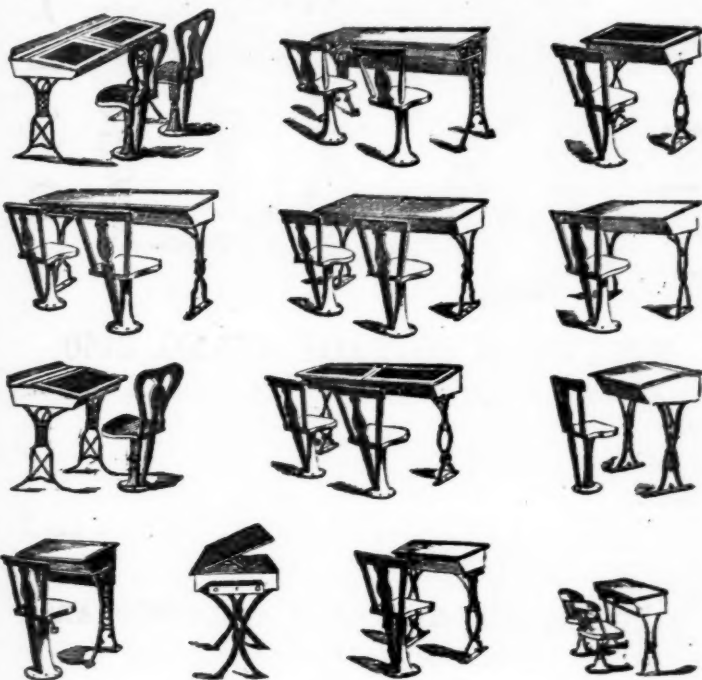
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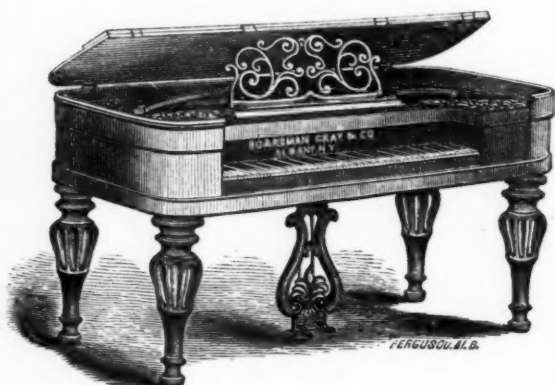
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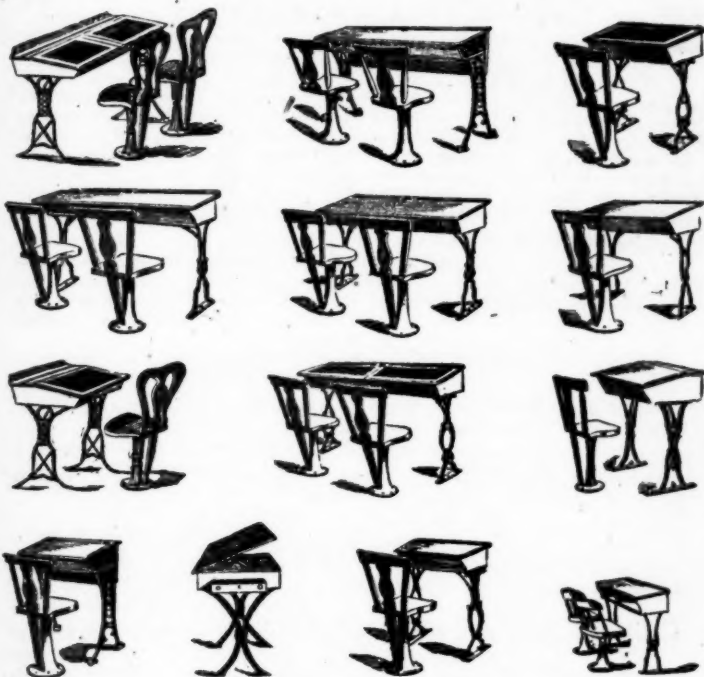
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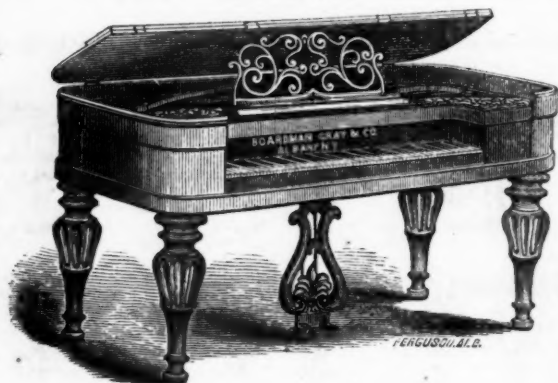
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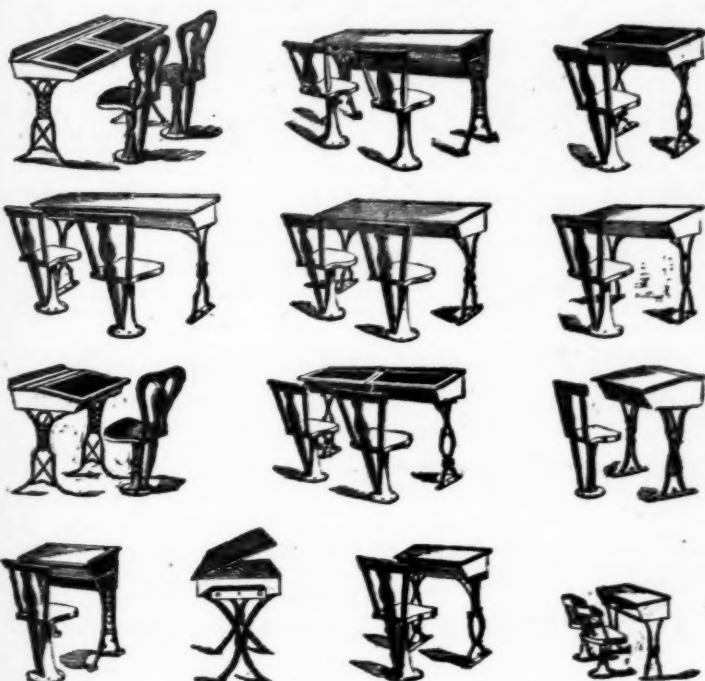
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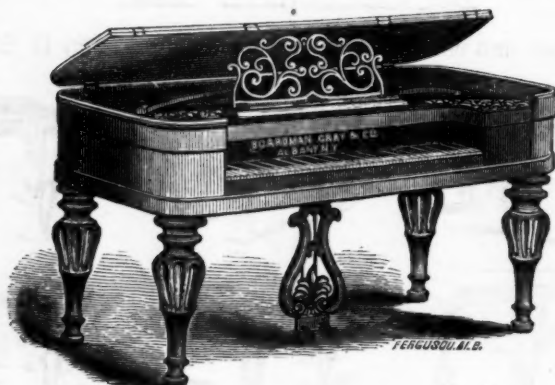
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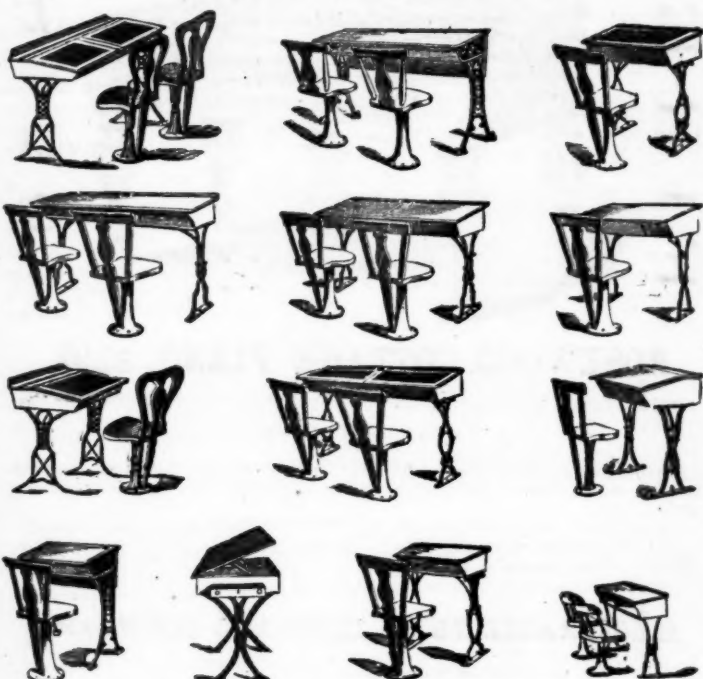
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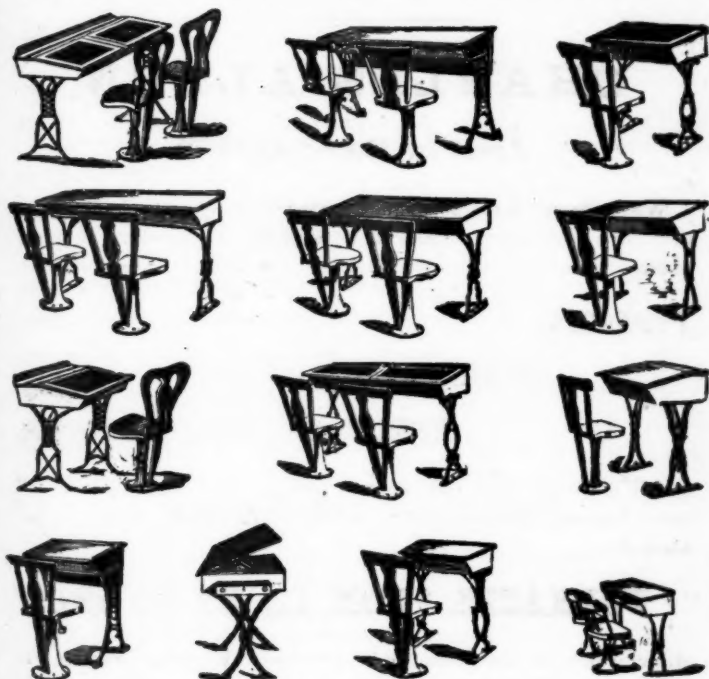
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
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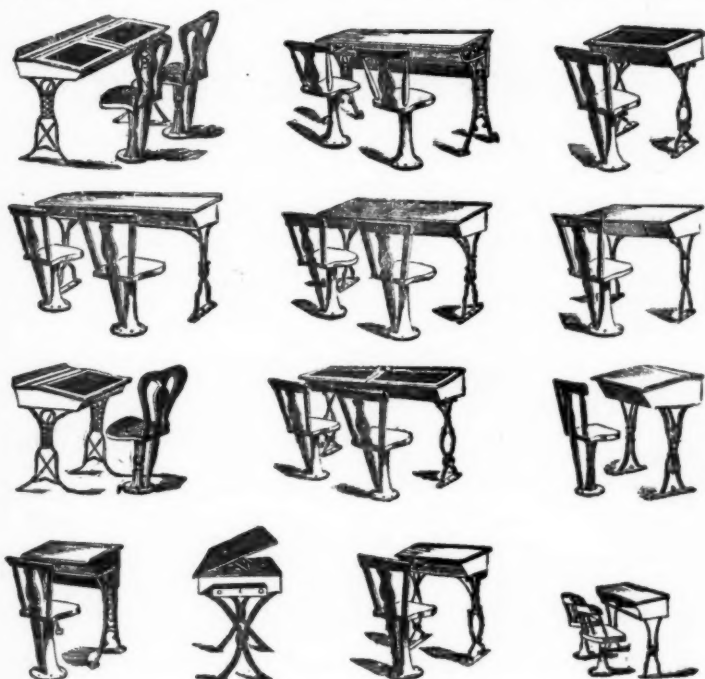
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
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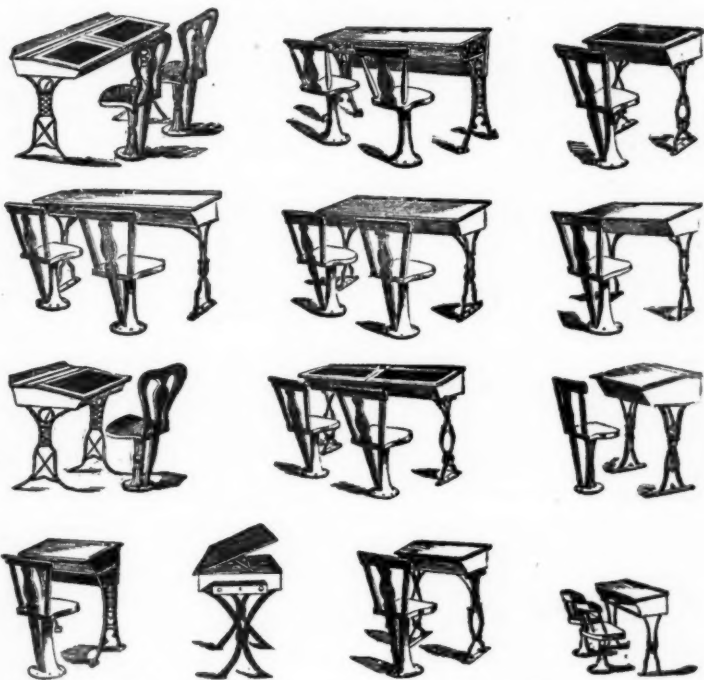
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Yours truly,

JONAS KING.

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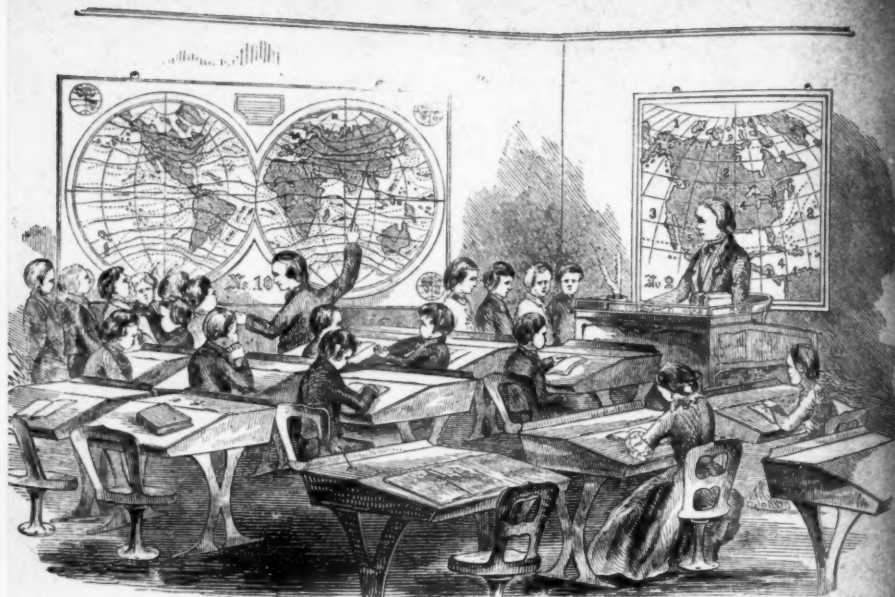
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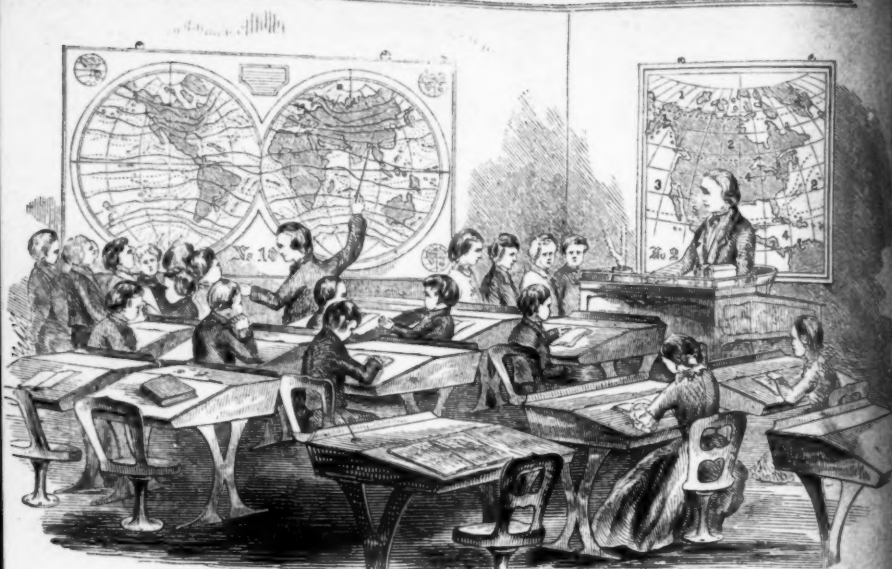
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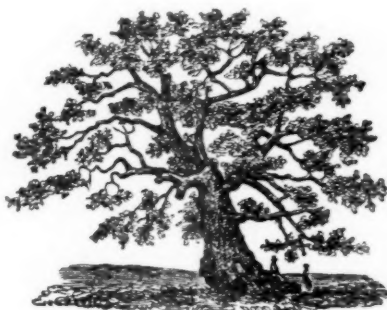
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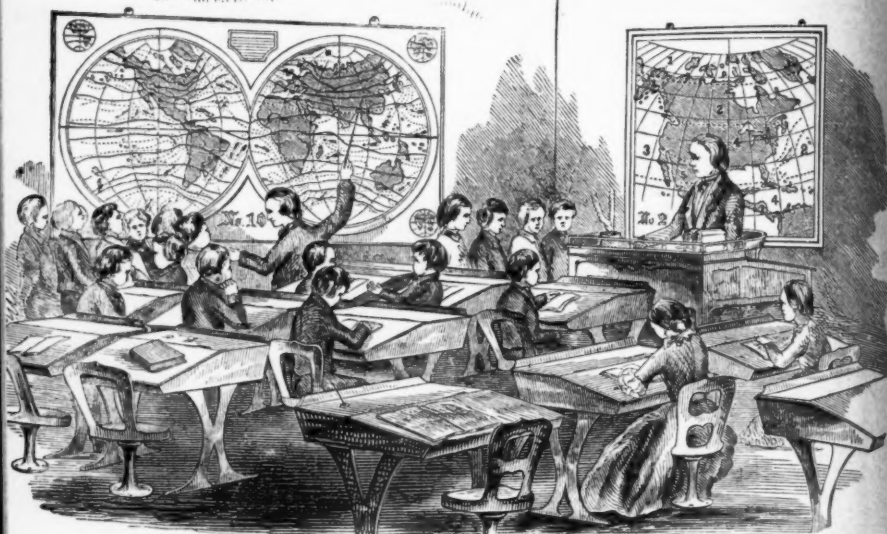
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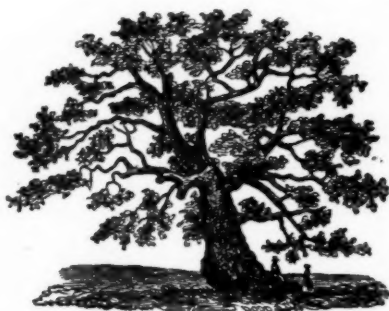
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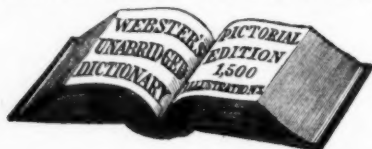
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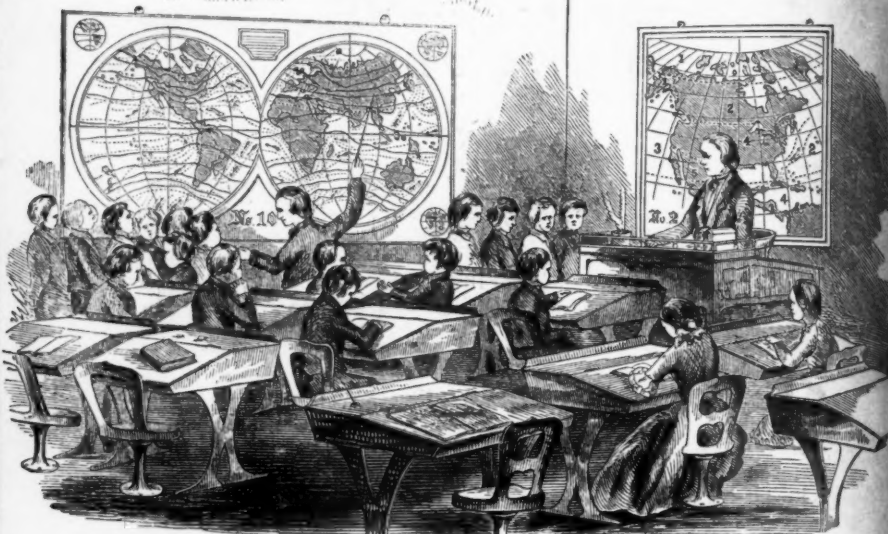
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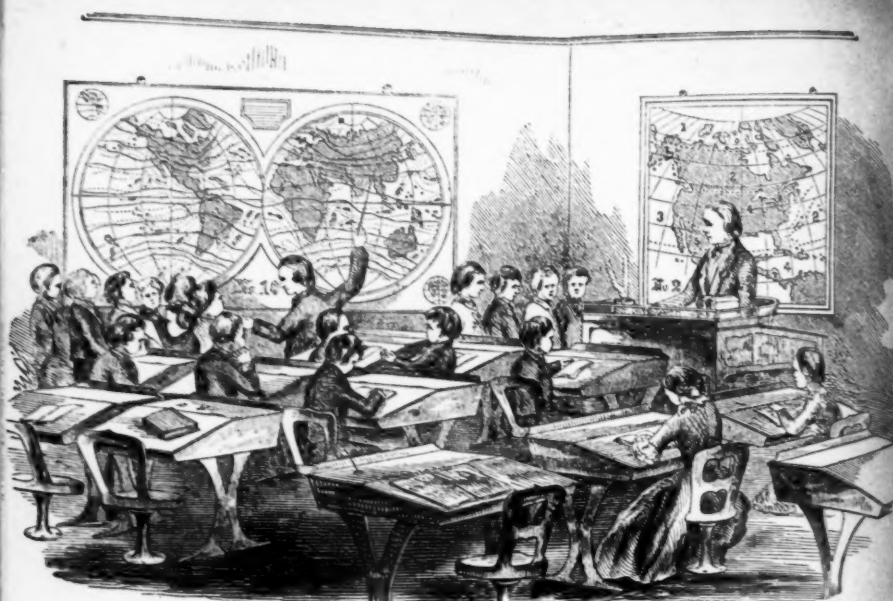
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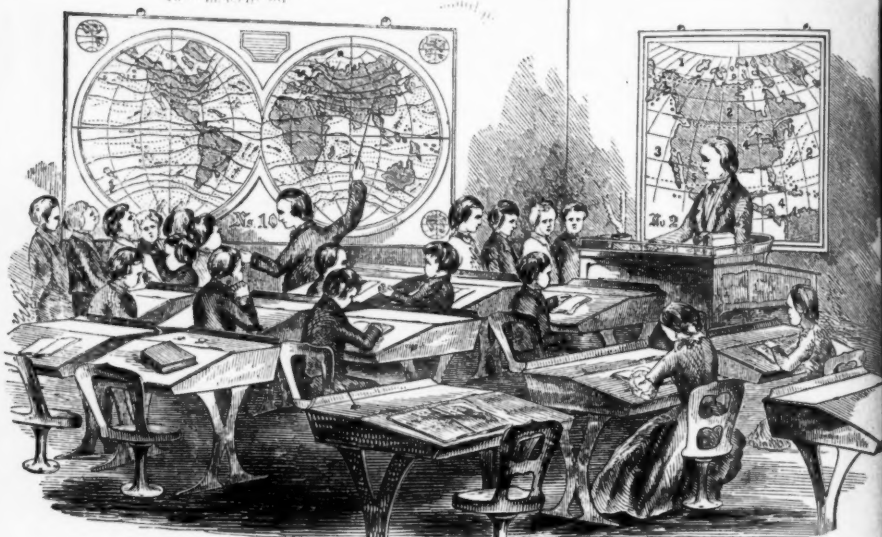
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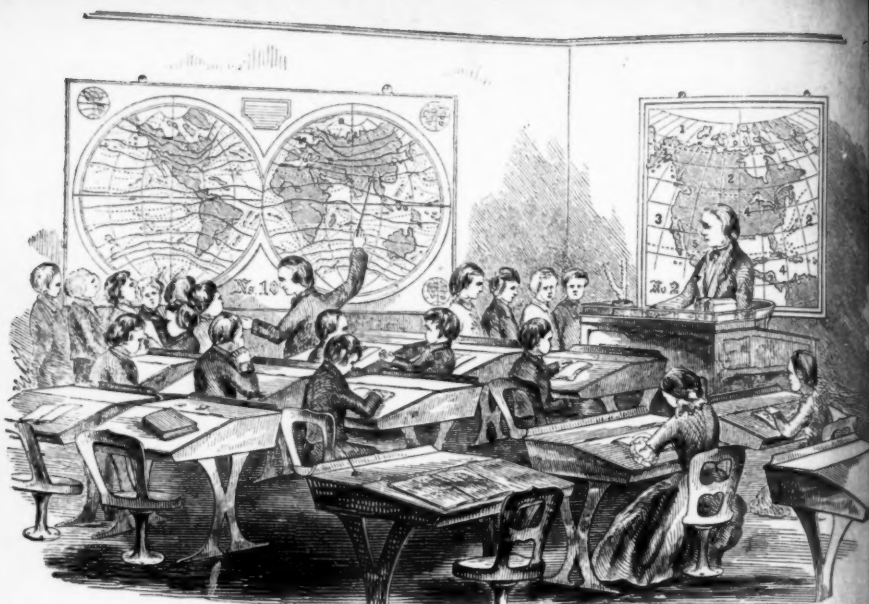
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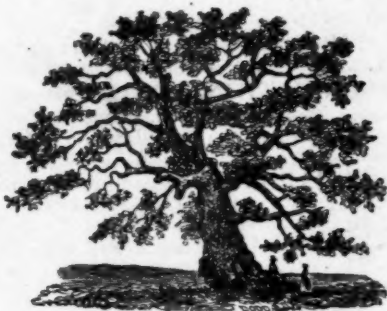
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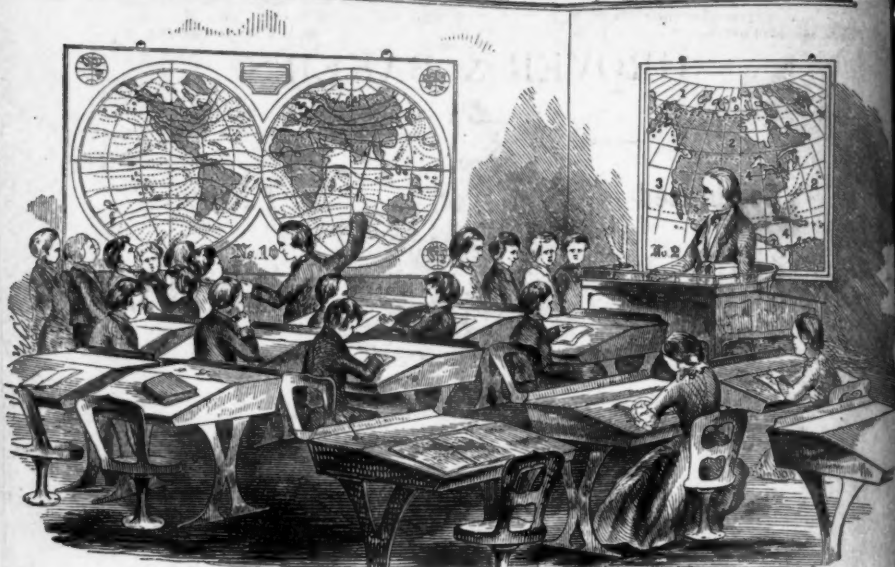
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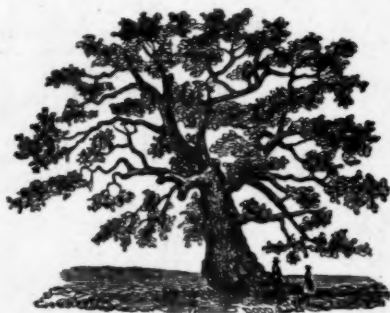
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